

# KENTUCKY ELEMENTARY LEARNING PROFILE

*A Part of Kentucky's Model Primary Assessment System*

Student Name \_\_\_\_\_  
Last First Middle Name used

Teacher(s) Name \_\_\_\_\_

School \_\_\_\_\_ District/County \_\_\_\_\_

As part of the Kentucky Education Reform Act of 1990, a Primary Program was designed for students from the time they enter school until they enter fourth grade. The attributes of this Primary Program are: developmentally appropriate practices, multi-age/multi-ability classrooms, continuous progress, authentic assessment, qualitative reporting methods, professional teamwork, and positive parent/guardian involvement. The Kentucky Elementary Learning Profile (KELP) is the model assessment instrument designed by the Kentucky Department of Education to correspond with the Primary Program. The KELP instrument is designed to document a student's real learning, growth, and development during the primary years. The KELP instrument, along with the progress report and Learning Descriptions, is designed to be a comprehensive primary assessment system.

The KELP allows for documentation of:

- conversations with parents/guardians and students (to understand and record the learning that takes place at home),
- observations of children while they are involved in school-based learning experiences recorded by using concise notes showing specific information and developmental milestones,
- varied work samples which show growth throughout the year(s),
- a student's reflections of his/her own learning,
- a student's best performances:
- posing a question and researching to get an answer;
- communicating through oral and written language;
- communicating through an aesthetic project, performance, or reflection of appreciation;
- reading for literary experience, to gain information, to perform a task, and to discriminate among messages;
- solving a real-life problem using computation and problem solving skills;
- completing and presenting a long-term project which integrates subject matter;
- participating in performing and reporting a group project;
- developing a Lifeline representing and reflecting the personal growth and learning;
- developing a personal well-being plan or project,
- a student's growth in specific subject skills as evidenced in his/her performance(s).

For more information concerning Kentucky's primary program and/or the Kentucky Elementary Learning Profile, please contact the Early Learning Branch in the Kentucky Department of Education, 500 Mero Street, Frankfort, Kentucky 40601 or visit the Primary Web Page at: <http://www.kde.state.ky.us/osle/extend/primary/default.asp>

A handbook is available to provide explanations and support in the use of this instrument.

**Permission is granted to copy any part of the Kentucky Elementary Learning Profile for educational use in Kentucky schools.**

# PART A: CONVERSATIONS

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## A1 Record of conversation between student's parent(s)/guardian(s) and teacher(s)

Signatures: Parent(s)/Guardian(s) \_\_\_\_\_  
Teacher(s) \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
Date \_\_\_\_/\_\_\_\_/\_\_\_\_

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## A2 Record of learning conversation between student and teacher(s)

Signatures: Student \_\_\_\_\_  
Teacher(s) \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
Date \_\_\_\_/\_\_\_\_/\_\_\_\_

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the Centre for Language in Primary Education, Webber Row, London SE1 8QW, U.K.*

# PART B: DIARY OF OBSERVATIONS

Student's Name \_\_\_\_\_

SOCIAL CONTEXT:	Independent (I)	Student with Adult (S/A)	Pair (P)	Small Group (G)	Group Led by Adult (G/A)
Date	Observations	Anecdotal Notes		Next Steps	

This page may be reproduced as often as needed. Alternate pages, located in the Teacher Handbook, may be substituted for this part. You may write on this page or attach labels, index cards, sticky notes, etc.

Anecdotal notes should include samples from various learning contexts including: literacy, mathematics, science, social studies, arts and humanities, design and construction, physical development, and dramatic and investigative play. The notes should also span the learning domains: social, emotional, physical, aesthetic, as well as cognitive.

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# PART C: TYPES OF PERFORMANCES

Student's Name \_\_\_\_\_

Type of Performance*	Entries Included (T here)	Reflections Included (T here)	Optional: Name of Project/Notes/Ideas
Pose a question and research to get an answer.			
Communicate through oral and written language (or an alternative form of language, i.e., Braille, sign language, etc. when applicable).			
Communicate through an aesthetic project, performance, or reflection of appreciation.			
Read for literary experience, to gain information, to perform a task, and to discriminate among messages.			
Solve a real-life problem using computation and problem solving skills.			
Complete and present a long-term project, which integrates subject matter.			
Participate in performing and reporting a group project.			
Develop a "Lifeline" representing and reflecting the personal growth and learning. (may extend over several years)			
Develop a personal well-being plan or project. (may extend over several years)			

\* Each performance entry must be accompanied with a reflection.

# PART D: LEARNING DESCRIPTION SUMMARY

Student's Name \_\_\_\_\_

Arts and Humanities	Beginning		Developing		Competent		Expanding
Production							
Analysis and Appreciation							
Independent Learning and Citizenship	Beginning		Developing		Competent		Expanding
Intrapersonal Development (self)							
Interpersonal Development (with others)							
Productive Thinking							
Self-Directed Learning							
Mathematics	Beginning		Developing		Competent		Expanding
Reasoning/Problem Solving							
Communications/Connections							
Number Concepts							
Spatial Concepts							
Procedures							
Motor Development	Beginning		Developing		Competent		Expanding
Body Stability/Balance							
Fundamental Locomotor							
Object Manipulation/Fundamental Skills							
Fine Motor							
Physical Fitness/Development of Body Fitness							

**This page is to be used during all the years a student is in the primary program. Documentation over several years often appears slow and/or uneven. This is normal and represents the time needed between growth spurts.**

**Options available in handbook.**

# PART D: LEARNING DESCRIPTION SUMMARY

Student's Name \_\_\_\_\_

Reading	Beginning		Developing		Competent		Expanding
Experience							
Story/Text Awareness							
Making Sense Out of Print							
Science	Beginning		Developing		Competent		Expanding
Patterns and Nature of Scientific Activity							
Systems, Interactions, and Nature of Scientific Activity							
Models, Scale, and Nature of Scientific Activity							
Change over Time, Constancy, and Nature of Scientific Activity							
Social Studies	Beginning		Developing		Competent		Expanding
Governance							
Social Systems and Diversity							
Economics							
Past and Present							
Geography							
Writing	Beginning		Developing		Competent		Expanding
Purpose/Audience/Idea Development							
Organization							
Sentences/Language Choice							
Correctness							

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